

SFY 2006

Safe and Drug Free Schools Subgrantees

Performance Measures

10th Judicial District – Community Service Project

What data do you have to support the impact of your program on kids, including the families and communities?

Data collected from Justice Court to track number of youth cited.

Information collected from the POSIT, and the JCATS reporting database.

Also please provide baseline data and compare it to current data you have collected for outcomes.

In 2004/2005 the Community Service program served 69 youth of those youth 5 of them repeated their offense in 2005/2006. The ISS/OSS program has worked with 9 youth as of this date, and three of those youth have repeated their offense. This is a 25% recidivism rate. Currently there are 24 youth participating in the Community Service Program. Of those youth 7 have repeated their offense. The youth have worked at 19 different work sites. The youth have completed 1147.25 hours of community Service between May 9, 2005 and May 16, 2006.

Lame Deer Public Schools
MBCC
Summary of Data: 2004-2005 and 2005-2006

Background Information

There are two significant differences between 2004-2005 and 2005-2006:

- In 2004-2005, there was no SRO; in 2005-2006, there was an SRO in the junior high/high school for the first semester;
- In 2004-2005, the junior high school and the high school were two separate buildings; in 2005-2006, the junior high and high school were combined into a single building—the building that previously housed only the high school.

SRO's Performance

Officer Bixby, according to all, did an outstanding job—teaching the Violence Prevention module in the classrooms, working with bus drivers and bus monitors, enforcing the law, and building a relationship with students, teachers, and administrators. In one particular incident, his presence was essential in intervening and preventing violence. It was reported that a student had brought a loaded gun to school; the school was immediately locked down; and Officer Bixby took charge, maintaining order, keeping everyone calm, and directing personnel as the search began. A loaded gun was found in a student's locker; subsequently, two students were expelled for their role in the incident. We'll never know what might have happened if Officer Bixby had not been present in the school as an SRO, but I believe he may have prevented a tragedy.

Resignation and Replacement

Unfortunately, Officer Bixby resigned in February, and we were unable to replace him with a commissioned police officer. In addition, the Northern Cheyenne Tribe, who had been providing the officer's equipment (and insurance for the equipment) reassigned the equipment. Given these developments, we have hired two employees to implement the Violence Prevention module; we are calling them Violence Prevention Specialists; they will have most of the duties of the SRO; however, they will not be commissioned police officers.

The BIA has indicated that it would be willing to enter into an agreement with the district and tribe to provide equipment, supervision, and insurance for a SRO. This will be explored for the 2006-2007 school year.

Relevant Data

For the project, there are two sources of relevant data: (1) a comparison between the number of suspensions for violence in grades 9-12 between first semesters 2004-2005 and 2005-2006; and (2) a comparison between the suspensions for violence in grade 7-9 between first quarterly report and second quarterly report 2005-2006.

In 2004-2005, the grant targeted grades 9-12, with grade 9 receiving the Violence Prevention Module in their Health class; in 2005-2006, the grant targeted grades 7-12,

with grades 7-9 receiving the Violence Prevention module in their Health classes. We decided to implement the module in grades 7 and 8, as well as grade 9, because these two classes have a history of discipline problems. They have always been a challenging group.

For first semester 2004-2005, we had 13 suspensions in 9-12 for violence; for the first semester of 2005-2006, we again had 13 suspensions. Significantly, in 2005-2006, we have combined our junior high and high schools into a single building; previously, each school had its own building. We had to close the junior high building because of a potential health hazard—black mold. This has created a number of additional problems for us—overcrowding among them. Moreover, after years of declining enrollment in the district, we had a 10% increase in grades 9-12. Lastly, the junior high and high school principals resigned at the end of last year, and they had to be replaced with new people. Given the additional negative factors for this year, the data suggests the SRO is having a positive impact.

The following data also provides important information about our needs and the effectiveness of the grant:

Number of 7th, 8th, & 9th Grade Students Suspended for Violence from August 22, 2005 to September 30, 2005

7th – none

8th – 3 fighting

9th – 2 fighting; 3 harassment/intimidation

Total suspensions – 8

Number of 7th, 8th, & 9th Grade Students Suspended for Violence from October 1, 2005 to December 30, 2005

7th – 5 fighting; 1 harassment/intimidation

8th – 5 fighting; 1 harassment/intimidation

9th – 4 fighting

Total suspensions – 16

Clearly, the 7th and 8th grades—in spite of receiving the Violence Prevention module in their Health classes—are still a challenging group. An evaluation of data indicates more intensive intervention is needed. The following policy is in place: all 7-12 students suspended for violence must complete the short version of the Violence Prevention module with the Violence Prevention Specialists.

We are also using the data to evaluate our drug & alcohol objective. For the first semester 2004-2005, there were 13 suspensions for drug & alcohol for 9-12 students; for the first semester 2005-2006, there were 4. Again, the data suggests the positive effect of the SRO.

Subgrant Number: 04-B04-81765

Agency: Women's Opportunity and Resource Development, Inc.

Program: Mentors in Violence Prevention

Report: Summary of Activities

Date: April 15, 2006

WORD, Inc. in Missoula, Montana provides an anti-violence training program for youth, primarily in Missoula County, based on a nationally recognized curriculum, *Mentors in Violence Prevention: A Gender Violence Education and Prevention Program*. The performance goal is to train 300 youth and 30 adults who work with youth annually. The project is entering the fourth quarter of its third year.

	Year 1	Year 2	Year 3 (3 rd quarter)	Total
# of youth attending MVP trainings	469	496	757	1,722
# of adults trained who work with youth	19	46	128	193
Number of student leaders	6	13	17*	36

*projected

Year Three

Summary of Survey Results for Adults attending MVP Trainings

96 participants who attended full day trainings completed evaluation surveys:

- *89% of participants reported that they had increased their ability to respond to gender-based violence and harassment.*
- *90% of participants named specific skills they gained through the training that they would use to help youth confront situations of gender based violence or harassment.*
- *96% of participants would recommend the training to other adults working with youth.*

Year Two

Summary of Student Pre and Post Tests

Students received 5 hours of MVP training. Trainings took place at Sentinel High School, Willard High School, and Bonner Middle Schools. Students were either 11th and 12th graders, or 7th and 8th graders.

N = 177 (male = 76, female = 101; 85% Caucasian, 11% American Indian, <1% Asian American, 3% Hispanic).

See summary of significant findings on pg. 3.

Survey Questions	Pretest % agree	Post-test % agree	% Change
1. I can help prevent violence against women at my school.	64%	83%	19%
2. I would try to stop a guy from hitting his girlfriend.	92%	91%	-1%
3. A group of guys would listen to me if I confronted them about their sexist behaviors.	30%	43%	13%
4. I have the skills to help support a female friend who is in an abusive relationship.	84%	93%	9%
5. I don't know how to stop a group of guys from harassing a girl at a party.	21%	18%	-3%
6. The fear of being laughed at would prevent me from telling a group of guys it was disrespectful to whistle at girls.	29%	31%	2%
7. I would be comfortable telling my friend to stop calling his girlfriend names.	85%	85%	n/c
8. I believe my peers will listen to me if I speak out against gender violence.	48%	64%	16%
9. I have the confidence to say something to a guy who is acting inappropriately toward a woman.	75%	84%	9%
10. I would intervene if I saw a stranger being abusive toward a woman.	70%	80%	10%
11. Having sex with someone under the influence of drugs or alcohol may be rape even if the person consented to having sex.	71%	79%	8%
12. A person may be guilty of sexual assault even if there is no physical contact.	77%	84%	7%
13. It is okay to have sex with someone under the age of sixteen if they consent to having sex.	23%	20%	-3%

By Gender

Survey Questions	Males % change	Females % change
1. I can help prevent violence against women at my school.	-1%	+36%
2. I would try to stop a guy from hitting his girlfriend.	-5%	+ 2%
3. A group of guys would listen to me if I confronted them about their sexist behaviors.	+8%	+19%
4. I have the skills to help support a female friend who is in an abusive relationship.	+6%	+13%
5. I don't know how to stop a group of guys from harassing a girl at a party.	+3%	-7%
6. The fear of being laughed at would prevent me from telling a group of guys it was disrespectful to whistle at girls.	+4%	n/c
7. I would be comfortable telling my friend to stop calling his girlfriend names.	n/c	n/c
8. I believe my peers will listen to me if I speak out against gender violence.	+8%	+24%
9. I have the confidence to say something to a guy who is acting inappropriately toward a woman.	-5%	+12%
10. I would intervene if I saw a stranger being abusive toward a woman.	+4%	+15%
11. Having sex with someone under the influence of drugs or alcohol may be rape even if the person consented to having sex.	-7%	+22%
12. A person may be guilty of sexual assault even if there is no physical contact.	+9%	+8%
13. It is okay to have sex with someone under the age of sixteen if they consent to having sex.	-14%	+7%

Significant findings

- Overall there was improved confidence and knowledge on 10 out of 13 items, 1 was unchanged, and 2 had a slight decrease of 1 or 2%.
- For all students who received MVP training, there was a 19% increase in the number of students who agree that they can do something to prevent violence

against women in their school. However when broken out by gender, most of the change happened for girls. On the pretest 49% of girls thought they could do something to prevent violence, and on the post-test that increased to 85% (+36%). Boys actually had a 1% decrease on the post-test.

- In general, girls seem to have gained the most; particularly on items measuring confidence or perceived skills (for girls items 1, 3, 4, 8, 9, 10, 11 had positive change ranging from 10% to 36%).
- The only double-digit change for boys was a 14% decrease in the number of boys agreeing that it is okay to have “consensual” sex with someone under age 16.
- Interestingly, boys had lower post-test scores in some areas measuring confidence and skills (items 1, 2, 9). One possibility is that the information presented in the training may have caused boys to question how they normally would have handled the situations before the training; in particular, the use of confrontation or physical aggression that might provoke someone or escalate the situation.
- When broken out between high school students and middle school students, a few significant differences emerged. At post-test, 49% of 7th and 8th graders agreed that the fear of being laughed at would prevent them from telling a group of guys it is disrespectful to whistle at girls, as compared to 21% of seniors and juniors. On stopping harassment of a girl at a party, there was a 14% decrease in the number of 7th and 8th graders who agree they know how to do that, while there was a 9% increase in the number of high school students who thought they could do that. The number of middle school students thinking its okay to have “consensual” sex with someone under age 16, went from 35% to 24%, while the decrease for high school students went from 18% down to 14%.
- Several items seem unexplained and need additional analysis. There was a decrease in the percentage of boys believing that having sex with someone under the influence of drugs or alcohol may be rape (-7% on item 11) and there was an increase in the percentage of girls thinking that it is okay to have “consensual” sex with someone under age 16 (+7% on item 13).

Student Comments:

PLEASE WRITE DOWN ONE OR TWO OF YOUR FAVORITE THINGS ABOUT THE MVP PROGRAM AND TRAINING SESSIONS.

- “It really opened my eyes to see how much violence there is against women.”
- “It gave us the opportunity to really interact with our classmates and learn the truth about people’s beliefs.”
- “I liked the “agree, disagree, not sure” game. All of the discussions helped me have a better understanding of what they were talking about.
- “I liked the direct session with boys and girls.”
- “When we got to ask questions to the opposite sex.”
- “Gave us great, accurate information.”

WHAT WAS THE MOST IMPORTANT THING OR SKILL YOU LEARNED IN THE MVP PROGRAM?

- “The ‘danger signs’ and how to deal with violence.”

- “The fact that I can prevent abuse towards myself and others.”
- “The ways to spot what may become a violent relationship.”
- “Learning that having sex with someone under 16 is rape.”
- “How to have confidence when speaking against violence.”
- “Prevention techniques”
- “How to say something and intervene in a violent situation.”
- “How to speak out against violence and not be unsure of myself or embarrassed.”
- “How to get help if needed.”

TO WHOM HAVE YOU SPOKEN ABOUT THE MVP PROGRAM?

- “I’ve spoken to my family about it.”
- “My girlfriend”
- “My boyfriend”
- “My friends and I talked about it.”
- “Just my friends.”

Big Brothers Big Sisters of Park County Grant # 05-B02-82021

Project: Connections to a Drug-free Future/ Mentoring for children at high risk of involvement with methamphetamine and other drugs					
Objective-	Outcome Goal	Actual Yr 2003	Actual Yr 2 2004	Actual Yr 3 to date- 2005 Through 3rd quarter)	
To Provide Case managers, parents and volunteer mentors with training to integrate drug prevention strategies into their relationships with their children, mentees and caseload	No quantity specified	2 staff trainings 2 community-wide programs for parents and volunteers	3 staff trainings 9 trainings for parents and volunteers	4 staff trainings 12 trainings for parents and volunteers	
To make and sustain 12-14 matches for children at high risk of drug involvement in year 1 and grow that number 20% in subsequent years	2003- 12-14 matches 2004- 16-19 matches 2005- 20-24	38 (171% increase over goal)	43 (126% increase over goal)	50 (100% increase over goal)	
To offer ongoing support so that 80% of children will demonstrate an in self-confidence, social competencies and caring as identified on the POEs increase	80% of children demonstrate increases in self-confidence, caring and social competencies	77%- showed increase in self-confidence 81%- increased trust 70%- showed increase in academic achievement/attitude toward school	90.9% showed increase in self-confidence 88.9% increased trust 76% showed increase in academic achievement/attitude toward school	89.9% showed increase in self-confidence 100% increased trust 76% showed increase in academic achievement/attitude toward school	
To offer ongoing support so that at least 50% will report no alcohol use, 75% report no drug use and 75% report no involvement in	50% will report no alcohol use, 75% report no drug use and 75% report no	100% reported no use of alcohol drugs or involvement in delinquency	100% reported no use of alcohol drugs or involvement in delinquency	100% reported no use of alcohol drugs or involvement in delinquency	

delinquency	involvement in delinquency			
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Key accomplishments:

1. Strong referral networks have been established with law enforcement, Dept. of Child and Family Services, the Park County Schools and Juvenile Probation which have resulted in ongoing referral not only of kids at high-risk of meth involvement but lower risk children who also could benefit from having a mentor.
2. Important to notice that the performance outcomes for this group are particularly high which is especially remarkable given the high risk nature of all these children (all children referred to this program have been identified as being at high risk of drug involvement- children with an incarcerated parent, those with a family history of drug or alcohol abuse (specifically methamphetamine), youth involved in precursor crimes and middle school girls.)
3. 5 staff members have participated in the substance abuse prevention specialist training SAPST training including the case managers involved in this program and have shared training materials and resources with volunteers and parents. Two community-wide trainings were offered on Meth Awareness with monthly trainings offered for parents and volunteers in our office to address issues of concern to kids and solidify the relationships between the Littles and the volunteer mentors.
4. The case management involved in this program is much more intensive than is typical of traditional BBBS matches. Case managers often have weekly contact with Bigs, parents and/or children (standard is monthly the first year and quarterly in subsequent years. The level of coaching and support required for Bigs in dealing with often chaotic families is significant. The positive outcomes identified above are evidence of the importance of the intensive level of match support.

Big Brothers Big Sisters of Butte-Silver Bow
Summary Performance Measures

Presently Big Brothers Big Sisters of Butte is nearing completion of our third year of our Montana Board of Crime Control Grant.

Growth by Years:

Since the inception of our grant we have achieved an eighty-eight (88%) percent increase in the number of children served through our cross-age mentoring program. This year alone we have achieved a twenty-three (23%) increase over this period year to date.

Summary of Accomplishments:

In the three years, since the implementation of our cross-age program, our focus has been on creating programs with curriculums that concentrate on asset building with early prevention and protection of children well before these children begin exhibiting signs of high risk behaviors.

Our results substantiate that our innovative approach of matching students from the Montana Tech of the University of Montana with elementary school children and 7th and eighth grade students with first and second grade students at Ramsay Elementary has met with outstanding success. We believe this program could serve as a model for other such programs. With the student serving as tutor, we have found that children talking with older students, from shared experiences and family backgrounds, develop a stronger bond and higher regard for the mentor. These relationships foster improved self-confidence, a higher commitment to learning, and an ability to form positive friendships with older students and peers—all factors in drug and violence prevention in later years.

We feel the long term effects, of our Cross-Age Mentoring Program, will ultimately lead to a greater direct participation in secondary and higher education, the community, and local workforce. Children will be empowered to become more responsible and functional citizens resulting in a positive ripple effect throughout the community.

Performance Measures:

Big Brothers Big Sisters is a “best practice approach” to mentoring, which means it has been independently evaluated and proven effective in Public/Private Ventures Study (PPV).

Big Brothers Big Sisters of America’s Program Outcome Evaluation (POE) demonstrates that matching a child with a mentor for even one hour per week improves assets in children.

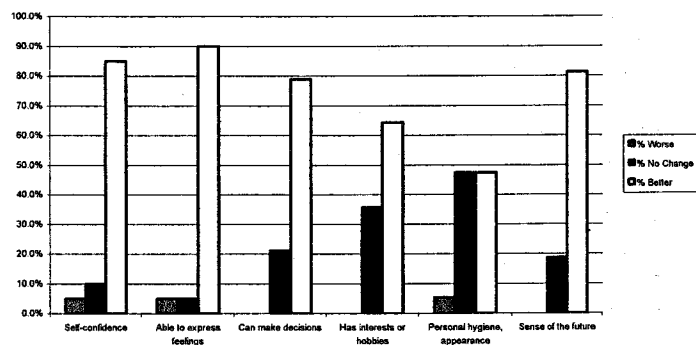
Following are (POE) results for 2005, (2006 results will not be available until June 30) clearly illustrating the positive behavioral changes resulting from mentees participating in Big Brothers Big Sisters of Butte Cross-Age Mentoring Program.

Our baseline uses 48% of program participants, with the goal of increasing improvements by 50%. *During 2005, changes in confidence indicators exceeded our expectations by 24%; competence indicators by 21% and caring indicators by an impressive 29%.*

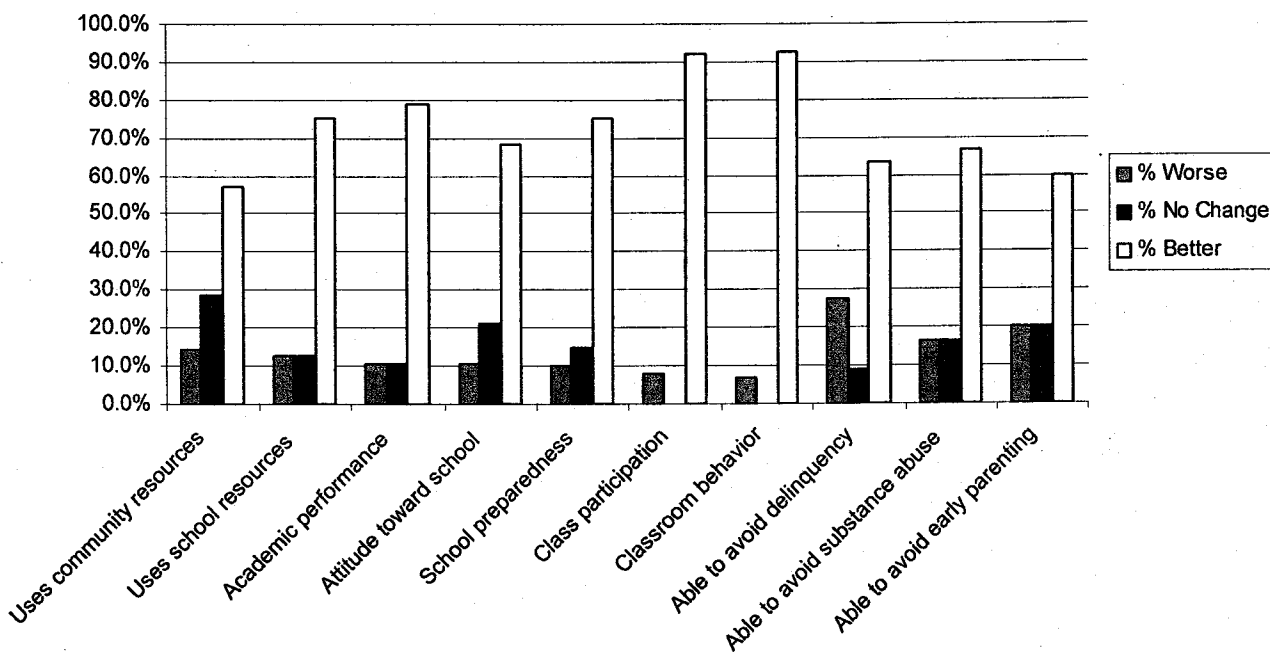
The following POE Graphs illustrate our results:

POE results for 2005

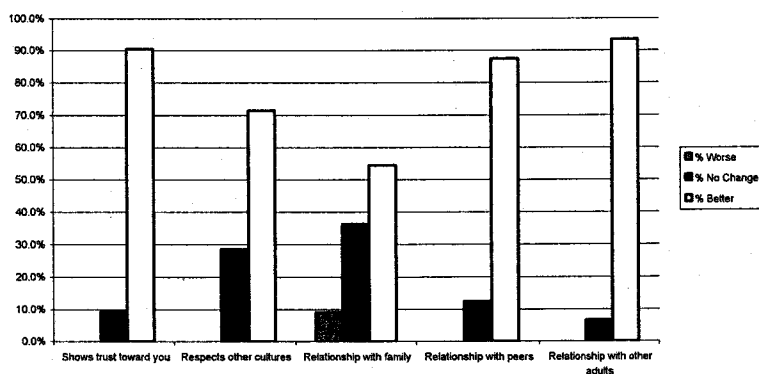
Changes in Confidence Indicators
Volunteer Data



Changes in Competence Indicators
Volunteer Data



Changes in Caring Indicators
Volunteer Data



Assessing the need for continuous implementation of Second Step Curriculum HELP Committee and Boys & Girls Club of the Hi-Line

Second Step Attendance:

A total of 87 club members have participated in the Second Step program during club hours. The program is presented to members in the form of the Second Step curriculum and additional activities that emphasize the concepts of the program such as cooperation, problem solving and respecting self and others. The Second Step classes are broken up in age groups of grades 1-3, 4-5, and 6-8 with each class consisting of 8-10 members with classes running 6-8 weeks. This 6-8 week time frame allows for any conflicts in scheduling and/or any additional activities that may be used to help the children gain better understanding of the concepts.

Parental awareness and involvement is implemented into the program in the form of letters sent home weekly to keep parents of members in the classes updated on their child's progress. Introduction letters were sent to 440 households informing the parents of the program, what Second Step is, what it teaches, and what we hope to accomplish by involving their children in the program.

In addition, an average of 150 members are greeted on a daily basis by the Second Step program coordinator as they depart their buses at the club. Club staff reminds members to use the Second Step concepts on a daily basis within each center of the club as well, giving members continual, ongoing reminders of what they learn in Second Step classes.

Referral Tracking:

Behavior referral tracking is a large determinant that Second Step implementation is deemed necessary. With an average of 600 behavioral referrals in the last two quarters the indication that a program such as Second Step is a very important component of the members' attendance on a regular basis. Many of the behavioral problems indicated show an overall lack of empathy and respect for self and others within the club environment. Having a regular staff person who is visibly recognized as the Second Step instructor and has a continuous daily presence within the club has had a positive effect on the members. Members now look forward to attending classes and have begun asking to attend.

Since implementing Second Step and tracking behavioral referrals on a regular basis, though the referral numbers dramatically increased over the last two quarters, due to more efficient tracking, the numbers have consistently declined each quarter.

Quarterly Referral Totals - 2005

<u>Behavior Problem</u>	<u>1st Qtr (Ja-Ma)</u>	<u>2nd Qtr (Ap-Ju)</u>	<u>3rd Qtr (Ju-Se)</u>	<u>4th Qtr (Oc-De)</u>	<u>Totals</u>
Disruptive	13	15	10	92	130
Running after repeated warning	2	4	1	44	51
Rude/Disrespectful	26	18	20	115	179
Failure to adhere to Club rule or reasonable request as made by staff	29	28	21	149	227
Bullying or Name Calling/Roughhousing	30	21	23	129	203
Mistreating/Improper use of Equipment	4	6	5	62	77
Swearing	13	2	5	23	43
Other	2	3	3		
Totals**	119	97	88	614	918

** Disproportionate numbers from 3rd - 4th Qtr 2005 due to increased and more thorough tracking of behavioral problems of Club Members.

Though referral numbers increased dramatically, note that quarterly numbers decreased from 4th Qtr 2005 to 1st Qtr 2006

Quarterly Referral Totals - 2006

<u>Behavior Problem</u>	<u>1st Qtr (Ja-Ma)</u>
Disruptive	55
Running after repeated warning	47
Rude/Disrespectful	101
Failure to adhere to Club rule or reasonable request as made by staff	84
Bullying or Name Calling/Roughhousing	161
Mistreating/Improper use of Equipment	90
Swearing	26
Other	29
Totals	593

Tracking behavior referrals in conjunction with Second Step instruction for members will be instrumental over the next year to gauge the effectiveness of the program, members' behaviors before attending classes, and to what extent these behaviors are changing after attending classes.

Big Brothers Big Sisters Yellowstone County

While our original goals were set unrealistically high, we are still very impressed by the gains that were made in our program. Our data for improved GPA, fewer unexcused absences, increased self-confidence and improved peer relationships is as follows:

Our GPA data:

Fall 2004	Spring 2005	Fall 2005
Average GPA = 2.60	Average GPA = 2.508	Average GPA = 2.657

Improvement from *Fall of '04 to Fall of '05* is **12.95%** (n=33)

Improvement from *Spring of '05 to Fall of '05* is **15.27%** (n=31)

Overall improvement from *school year 2004/2005 to Fall of 2005* is **14.11%**

Our attendance data:

Fall 2004	Spring 2005	Fall 2005
Sum=252 days absent	Sum=263.5 days absent	Sum=228.5 days absent
N=49	N=50	N=64
Average Days Absent=5.14	Average Days Absent=5.27	Average Days Absent=3.57

A note: some schools do not differentiate between excused and unexcused absences.

Improvement from *Fall '04 to Fall '05* is **31%**

Improvement from *Spring '05 to Fall '05* is **33%**

Average improvement from *2004-2005 to Fall '05* is **32%**

Self Confidence & Peer Relations:

	Increased Self-Confidence	Improved Peer Relationships
Teacher (n=49)	33 students, or 67%	27 students or 55%
Volunteer (n=53)	43 students, or 81%	35 students or 66%

Because our objectives are measurable, it has been easy to use them to monitor our progress. It is heartening to see the gains that are being made in all three objective areas: grades, attendance, and self-confidence/social improvement.

Narrative Summary

Grant Number: 05-B02-82035

Project Title: Mentoring Youth for the Future

Project Director: Rebecca Webber

Agency: Big Brothers Big Sisters of Yellowstone County

Date: April 17, 2006

Here is some additional summary/ narrative about our progress since receiving the Montana Board of Crime Control grant:

6/30/2005

We made 50 matches during the first semester of the MBCC grant allocation. We served "Littles" at four local schools (elementary and middle schools). We had "Bigs" from three high schools. We were operating with one .75 FTE employee dedicated to the school-based program. She supervised two MSW interns, who worked roughly 15 hours/week during spring semester.

9/30/05

We served 74 Littles during Fall semester. We added a full-time employee to help with the school-based program, but we didn't have interns this semester. We served the same Littles' schools (McKinley, Riverside, Graff, West), but added another high school (Central). We began collecting grades and attendance data.

3/30/05

We are presently serving 100 Littles. We added three new Littles' schools this semester (Broadwater, Ponderosa, and South elementary schools). We had requests from two other Littles' sites that we were unable to fill, due to staffing limitations. We increased participation by all of our high schools, gaining up to 600% more mentors at one site (Central High). We were able to give our first detailed report based on our data collection, including gains made in attendance, grades, Littles' self-confidence, and Littles' peer relationships.

Boys and Girls Club of Richland County

We have had a Montana Board of Crime Control Grant for the past two years. This grant has allowed us to teach SMART Moves (Skills Mastery and Resistance Training) to our club members. SMART Moves is a best-proven-practice method to prevent youth from participating in risky behavior.

In the past two years we have increased the interest in participating in prevention type classes and increased parent knowledge of these classes. This is evident to us by the willingness of our club kids to attend, and evident to MBOCC by the increased number of youth attending class. We increased from 40 to 55 in outreach to 6 to 9 year olds and had a 25.36% improvement in post test scores. With 10 to 12 year olds we went from 30 to 45 and had a 27.83% increase in test scores. And, we went from 5 youth to 40 in outreach to 13 to 15 year olds. The increase in the amount of 13 to 15 year olds is due to inventive outreach programs. This age group can be difficult to reach, but this grant has allowed us the funds to do so. Our parent portion came in the form of teaching SMART parents this year. We had between 10 and 12 parents at each session and an increase of 23.33% in post test scores.

Data for Boys & Girls Club of Richland County

The pre-tests measure the factual drug knowledge of the participants in our SMART Moves program. The post-tests are given after all classes are over to measure their increase in factual knowledge.

Start SMART test given in 2005-2006

Possible 5 out of 5

First Session			Second Session	
Pre	Post	% Change	Pre	*Post Test Not Given Yet
1	5	40	1	
4	5	10	2	
2	5	30	4	
1	4	30	3	
2	5	30	1	
3	5	20	2	
3	5	20	2	
1	5	40	1	
2	4	20	3	
2	5	30	5	
3	5	20	1	
2	4	20	2	
5	5	0	3	
3	5	20	2	
2	5	30	2	
1	4	30	3	
1	4	30	1	
3	5	20	2	
2	5	30	3	
1	5	40	2	
2	5	30	1	
3	5	20	4	
2	5	30	3	
5	5	0	2	
3	5	20	1	
1	5	40	1	
2	5	30		
2	5	30		
Average % Increase		25.36		

Start SMART test given in 2005-2006

Possible 10 out of 10

First Session			Second Session	
Pre	Post	% Change	Pre	*Post Test Not Given Yet
8	10	20	7	
7	10	30	8	
6	9	30	5	
9	10	10	6	
5	9	40	9	
7	9	20	4	
8	9	10	7	
7	10	30	8	
4	9	50	7	
9	9	0	5	
6	10	40	5	
7	9	20	7	
7	10	30	9	
5	8	30	9	
3	10	70	10	
8	9	10	10	
7	9	20	4	
5	9	40	5	
5	10	50	6	
10	10	0	8	
5	9	40	7	
6	N/A	N/A	9	
5	10	50	10	
Average % Increase		27.83		

SMART Parents test given in 2005-2006

Possible 10 out of 10

*Not all parents could attend all classes

Pre	Post	% Change
6	10	40
7	10	30
5	10	50
7	10	30
8	10	20
10	10	0
9	10	10
8	10	20
10	10	0
8	10	20
7	10	30
7	10	30
7	10	30
8	10	20
7	9	20
Average % Increase		23.33

Young Parents' Education Center Performance Indicators for MBCC Review:

The activities of YPEC's 'Building Protective Factors' project funded by MBCC were implemented through daily and weekly interaction with our young families. The following information reports the accomplishments of our parenting students during 2004-05 :

Parenting Surveys, and "Your Life Portrait" self-assessments were completed by the majority of the parenting students. These were followed up with post surveys as the parents exited the program. The Post Surveys indicated the following percentages of parents who reported:

95% Improvement in Anger Management and Coping Skills

90% Positive attainment of skills to improve relationship/bond with their child

100% Increased Knowledge concerning their child's developmental stages

90% Increase in their own Self-esteem and Confidence in Parenting

Enrollment Records and daily attendance were tracked:

76 students were served by YPEC during 2004-05

88% of the students maintained their enrollment in school and YPEC activities

21 parents graduated

Positive Child Development Indicators:

All children have current immunizations as verified by a City-Co Health Nurse

All children are at their appropriate developmental stages as indicated by the

Denver II Screenings performed by Quality Live Concepts.

The following is the annual report of YPEC Accomplishments/Profile:

2004-2005 Profile and Accomplishments:

Profile: 76 Students Enrolled in YPEC [39 Alternative High School; 16 Adult Basic Ed; 6 Great Falls High; 13 CM Russell High School]

49 Infants and Toddlers Enrolled in YPEC Day Care

48 Students between ages 14-19 were Pregnant during 2004-05

4 Young Fathers participated in program activities

Age Range 9% 15 or younger; 83% between 16-19; 8% 20 or over

Ethnic Diversity (family data)

64% White, 25% Native Am, 6% Black, 2% Hispanic, 3% Asian

86% of the Day Care Families were considered low income by the Child and Adult Food Program USDA guidelines

Accomplishment for 2004-2005:

Graduation: 15 High School parents graduated and 6 received GED certificates

Post Graduation: 7 YPEC young parents moved on the college; 11 are working

Retention: 84% of the students maintained their enrollment in 2004-05

Young Parents' Education Center Performance Indicators for MBCC Review (Continued)

This year YPEC is asking MBCC to fund a new project, *Teen Parents and the Law (TPAL)*, for our very vulnerable, high risk young families. As the above report indicates, the pregnant and parenting students participating in YPEC programs have been successful in building their self-esteem, becoming good parents, and graduating from school. However, they are still lacking in their ability to function in their community. To provide a better life for themselves and their child many pregnant and parenting teen must leave abusive or unstable families and move toward adulthood on their own. Teen parents are not adults, but must function in a world where the government, police, and the community expect them to be 'independent'. To operate successfully, important knowledge, skills, and community connections need to be developed. This transitional process is especially difficult for youth lacking the necessary support systems, which is the case for many teen parents.

TPAL will add a missing link in our Teen Family Resource Center. Childhood development has been the focus of our parenting education knowing, this will enable our young parents to build a positive relationship with their child. However, our young parents are struggling to access services, housing, child support, medical and financial support. YPEC staff spends an excessive amount of time intervening on behalf of the teen parent because they have applied for services inappropriately or inaccurately. Sometimes the teen is not in school because they do not know of the services available to them or how to connect with those services. The high-risk teen parents are expected to function in an adult world with adult skills. They need knowledge of the legal system, skills to function with adults in their world, and the ability to reach out to community resources to truly build protective factors to strengthen their families. These protective factors are the core of the *TPAL* program.

TPAL provides an opportunity for teen parents who are in an "at risk" environment to decrease the likelihood that violence will occur both in and outside the home or continue with the next generation. The curriculum addresses four critical risk factors that may lead to a greater propensity for violence:

1. Lack of resiliency
(problem-solving, communication, cooperation, and empathy skills).
2. Poor family management practices and family discord.
3. Parental attitudes supporting abuse-prone discipline.
4. Under-utilization of community services.

This new project is critical to the long-term success of our young families. Please review attachment # 6 of our proposal, the Logic Chart for Teen Parents and the Law, for a quick overview of the objectives of *TPAL*. YPEC has a proven record for providing services to this high need population. *TPAL* is a researched-based program created at the request of the Office of Juvenile Justice and Delinquency Prevention in Washington, DC. Thank you for considering this important project.

Project Title: Transitional Education Classrooms
Grant Number: 04-B04-81754

During the 2005-2006 school year, the N.E.T. Program served 277 unduplicated students. There were 342 referrals to the N.E.T. Program. Eighty students were referred more than once. There was an average of 4.7 students per day, and low- income youth (Students involved in the Helena School District's Free or Reduced Lunch Program), accounted for 86.0% of our clientele.

During this time, the A.R.C. Program served 12 unduplicated students. Low- income youth accounted for 25.0% of A.R.C.'s clientele.

As proposed in the grant application for Transitional Educational Classrooms, data is collected throughout each school year, and compared with previous years in two objective areas – Objective 3 and Objective 4.

Objective 3 proposes to reduce the number of high school dropouts and middle school retention candidates for whom credit loss due to suspension is a factor during the pilot project. While data on high school dropouts and middle school retention students continues to be collected, one can quickly see the effect these classrooms have had on Helena's students. Helena School District's policy states that a high school student who accrues 3 or more unexcused absences (due to suspension or otherwise) will lose all credit for the semester. In 2005-2006, 38 unduplicated high-school students were referred for three days or more, and would have become dropouts or retention candidates. In 2005-2006, 72 unduplicated middle-school students were referred for three days or more, of which, 15 were referred for more than ten days.

Objective 4 proposes to reduce the number of days identified students are out of school without any formal classroom opportunity during the pilot project. During 2005-2006, The NET program provided 802 student-days of service to suspended students. The ARC program provided 534 student-days of service to suspended students.

As proposed in the grant application, comprehensive data is to be collected on the total number of students traditionally suspended, and that data then compared to the number suspensions to the NET and ARC programs. Unfortunately, this comparison is not possible at this time, since the number of those traditionally suspended has not been calculated by the school district.

Project Title:
Grant Number:

Transitional Education Classrooms
04-B04-81754

	2004-2005	2005-2006
NET Students Served	204	277
NET Referrals Made	344	342
NET Daily Average	5.81	4.7
NET Low Income	44.10%	86.00%

OBJECTIVE 3 - STUDENTS REFERRED 3 DAYS OR MORE

Middle School	68	72
High School	33	38

OBJECTIVE 4 TOTAL CLASSROOM DAYS PROVIDED

NET/ARC Program	1092	1336
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BIG BROTHERS BIG SISTERS OF MISSOULA
HAWTHORNE AFTER SCHOOL PROGRAM
3 YEAR REPORT

Big Brothers Big Sisters of Missoula started an After-School Program at Hawthorne Elementary School in the fall of 2003. Since the inception of the program 105 students have been matched in 1:1 relationships with Big Brother and Big Sister mentors. The mentoring relationships meet on-site at the school. Matches spend the after school time engaging in activities and conversations that address the precursors of drug abuse, alcohol abuse and violence that emerge at the elementary school level. Big Brothers Big Sisters staff are present at the school to provide activities, give support and supervise the program.

Big Brothers Big Sisters has exceeded the performance goals each year as set forth in our grant applications. Our match goal each year has been 30. In FY04, we matched 32 students with mentors and in FY05, 45 students were matches. Thus far this academic year, we have matched 28 students with Big Brother and Big Sister mentors. We anticipate that we will meet and exceed the FY06 goal of 30 students by the end of the school year.

Approximately, 20% of the matches that began in the school program over the past 3 years have since rolled over into our community program and continue to see each other on a regular basis. In November, we started a new program at CS Porter Middle School. This program gives matches made at Hawthorne the opportunity to continue meeting after-school at Porter. The transition from elementary to middle school can be and often is very hard for students. Having someone there, like a Big Brother or Big Sister, can help ease the anxiety for the students and help them to connect with the new environment. We are anticipating that at least 12 matches made at Hawthorne during the FY06 academic year will move over to the Porter program next fall.

At the end of each school year, we evaluate the impact the program is having in the student's lives. The evaluation component we use is the Program Outcome Evaluation (POE). This tool was developed by Big Brothers Big Sisters of America using the Search Institutes 40 assets. At the end of the 2003-04 academic year, the evaluation data showed that of the students matched in the program:

81% had a better sense of the future
90% showed improved academic performance
100% avoided delinquency

100% avoided substance abuse
85% showed improved relationships with other adults.

During the 2004-05 academic year, the evaluation data showed that:

75% had a better sense of the future
82% showed improved academic performance
100% avoided delinquency
100% avoided substance abuse
94% showed improved relationships with other adults.

Program evaluation data for the 2005-06 academic year will not be available until the end of school.

Other objectives that we have had for the after-school program have included appropriate training for volunteers working with the students, structured weekly activities for the matches and prevention education. Over the past three years, we have offered training to the volunteer mentors on tobacco use, drugs and alcohol abuse and bullying. Other sessions have included suicide prevention, working with children whose parents are in prison and domestic violence. We have had joint training session with the students and mentors on many of these topics as well.

The Hawthorne After-School Program is and will continue to be a success. The relationship that has developed between the school and Big Brothers Big Sisters is very positive. Word of the programs success had been shared with other schools. As a result, we have been approached by other elementary school administrators regarding developing after school programs for their students.

After-school programs benefit many. According to Big Brothers Big Sisters of America, the benefits to the community are: (1) a healthy, more positive attitude by the community toward youth; (2) bridges the partnership between agencies and schools; (3) increases the number of youth who have positive role models in their lives; (4) involved students are less likely to engage in binge drinking, drug use, vandalism and other negative behaviors.

Foster Grandparent Performance Measures – Historic Progress
#05-B02-82038

Measure	2003-04	2004-05	2005-06
% of participants achieving grade appropriate reading levels upon program completion (0% upon initiation).	70%	85%	Not yet known
% of participants demonstrating improved reading skills upon program completion	100%	100%	Not yet known
% of participants achieving successful grade completion upon program completion.	100%	100%	Not yet known
Teacher perceptions of Foster Grandparent impact on reducing classroom behavioral disruptions (1=no impact...8=tremendous impact)	5	7	Not yet known
325 students at risk of academic failure served through the program			

BRY Behavioral Monitoring and Reinforcement Program
#05-B04-82037

Measure	2003-04	2004-05	2005-06
% of participants demonstrating improved academic performance	63%	50%	Not yet known
% of participants demonstrating improved school attendance	55%	50%	Not yet known
% of participants demonstrating improved attitudes and engagement in problem and anti-social behaviors	11%	5%	19%
% of participants reporting increased school commitment	-	43%	66%